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ABSTRACT

This report is a brief analysis of survey results from 43 states and 2 non-state jurisdictions regarding the status of their implementation of a new provision in the 1997 Amendments to the Individuals with Disabilities Education Act that requires each state to establish performance goals and indicators for children with disabilities. The survey also asked states whether progress on performance goals will be reported as part of a regular accountability report or developed as a separate report. Survey results indicate that only 12 states have their performance goals completed: Indiana, Kansas, Kentucky, Maine, Montana, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Virginia, and Wisconsin. All of these states except Pennsylvania have also completed work on their performance indicators. Thirty-two responded that they had made the decision about reporting results for students with disabilities. The majority (n=24) will include these data as part of their regular accountability reports, while only five plan to issue separate reports for special education. Three states will use both reporting strategies. A chart indicating the results of the survey on performance goals and indicators is included. (CR)

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PROJECT FORUM

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION INCORPORATED

QUICK TURN AROUND – QTA

A BRIEF ANALYSIS OF A CRITICAL ISSUE IN SPECIAL EDUCATION

ISSUE: PERFORMANCE GOALS AND INDICATORS

DECEMBER 1998

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Quick Turn Around Forum

QTA - a brief analysis of a critical issue in special education

Issue: Performance Goals and Indicators **Date: December 1998**

Background

As a result of the current educational reform movement, almost every state has developed general educational standards that are said to apply to ***all*** students. Early in this movement, students with disabilities were not addressed, and special educators were not included in the standards development process. To comply with the 1997 amendments to the Individuals with Disabilities Education Act, states are now taking steps to meet a new provision requiring performance goals and indicators for their special education programs and the students they serve.

The IDEA Amendments of 1997 contain a new requirement that each state establish ***performance goals*** for children with disabilities that "will promote the purposes of this Act," and that "are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State." Each state must also establish ***performance indicators*** "to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates." States must report every two years "to the Secretary of Education and the public on the progress of the State, and of children with disabilities in the State," toward meeting those goals. In addition, if a state receives State Improvement Grant funds under IDEA, it must revise its improvement plan based on the results of its progress toward meeting its goals [20 U.S.C. Chap.33, Sec. 1412(a)(16)].

Survey

As part of Project FORUM's work on its cooperative agreement with the U. S. Department of Education, Office of Special Education Programs (OSEP), all states and non-state jurisdictions were surveyed regarding the status of their implementation of this new requirement. Specifically, the survey asked whether:

- performance goals were already developed, in process, or not yet drafted;
- performance indicators were already developed, in process, or not yet drafted; and,
- progress will be reported as part of a regular accountability report or developed as a separate report.

Respondents were also given an opportunity to add comments. Follow-up activities with non respondents were ended in October. This document is a summary and brief analysis of information obtained from 43 states and 2 non-state jurisdictions. The table at the end of this document contains a summary of all the responses received.

Results

Only twelve (12) states indicated that their performance goals were completed: IN, KS, KY, ME, MT, NM, NY, NC, OR, PA, VA, and WI. All of these states except PA have also completed work on their performance indicators. Thus, a majority of states are either just beginning or at the drafting stage in the development of their performance goals (n=33), and indicators (n=34). The two responding non-state jurisdictions—American Samoa(AS) and

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the Bureau of Indian Affairs(BIA)—are included in the latter category, but both indicated that initial steps have been taken on this requirement. AS is devising general education goals and will use technical assistance to add a special education component. The BIA is involved in a project the draft goals and utilize existing general education indicators with appropriate modifications as indicators.

Thirty-two respondents indicated that they had made the decision about reporting results for students with disabilities. The majority (n=24) will include those data as part of their regular accountability reports, while only five (5) plan to issue separate reports for special education. Three (3) states—AZ, CT and NY—will use both reporting strategies. The responses are summarized in the following box.

Summary of Survey Responses
n=45

	Goals	Indicators
Developed	12	11
Drafted	18	18
Not yet drafted	15	16

Reporting:

In regular reports	24
Separate report	5
Both reports	3
To be decided	13

A few states added comments to their survey responses.

- In Iowa, there are no statewide standards or assessments. In general education, goals and indicators are established at the district level. The same procedure will be followed for students with disabilities. These data will be collected and aggregated at the state level.
- Some states are planning to have separate reporting only for those students who need an alternate assessment, but will include in their general education reports all students with disabilities who participate in any way in the regular assessment program.
- Some states indicated that they expect to further refine the existing or draft goals and indicators based on the final IDEA regulations and/or insights gained from initial use of these accountability tools.

Concluding Remarks

Much work remains to be done in most states in the area of performance goals and indicators. A significant amount of attention is being paid to assessment issues such as how to include students with disabilities in general assessments, and how to design and implement alternate assessment for those students who cannot be included.[1] Other projects, such as the special education assessment component of the SCASS project run by the Council of Chief State School Officers, are developing guidance on related issues such as reporting, data aggregation, and consequences. It will be important in the near future to analyze states' experience in the implementation of this new requirement. Some of the questions to be answered include:

- How are states defining terms such as goals, standards, indicators?
- What is the impact of using the same goals for all students versus using alternative goals for students with disabilities (e.g., a subset of the general education standards, a modified set, or a set that is completely different)?
- How does a state's decision about type of presentation (i.e., aggregation or dissagregation of special education data) affect the understanding and use of accountability reports?
- How are states reporting alternate assessment results? How well does the public understand this component of special education accountability?

[1] *The National Center on Educational Outcomes (NCEO) maintains an interactive survey on alternate assessments that can be accessed at their internet website (www.coled.umn.edu/NCEO). The site also contains many documents reporting NCEO's research on assessments.*

Results of Survey on Performance Goals and Indicators

State	Goals Developed			Indicators Developed			Type of Report		
	Done	Drafted	Not Yet	Done	Drafted	Not Yet	Included	Separate	Both
AL			✔			✔	TBD*		
AR			✔			✔		✔	
AZ		✔			✔				✔
CA		✔			✔		✔		
CO			✔			✔	TBD*		
CT		✔			✔				✔
DE		✔			✔		✔		
FL			✔			✔	✔		
HI		✔			✔		✔		
ID		✔			✔		TBD*		
IL			✔			✔	TBD*		
IN	✔			✔			✔		
IA			✔			✔	TBD**		
KS	✔			✔			✔		
KY	✔			✔			✔		
LA		✔			✔		TBD*		
MD		✔			✔			✔	
ME	✔			✔			✔		
MA			✔			✔	TBD*		
MI		✔			✔		✔		
MN		✔			✔		✔		
MS		✔			✔		TBD*		
MO		✔				✔		✔	
MT	✔			✔			✔		
NE			✔			✔	✔		
NV			✔			✔	TBD*		
NJ		✔			✔		TBD*		
NM	✔			✔			✔		

State	Goals Developed			Indicators Developed			Type of Report		
	Done	Drafted	Not Yet	Done	Drafted	Not Yet	Included	Separate	Both
NY	✔			✔					✔
NC	✔			✔			✔		
ND			✔			✔	TBD*		
OH		✔			✔		✔		
OR	✔			✔			✔		
PA	✔				✔			✔	
RI		✔			✔		✔		
SC			✔			✔	✔		
TN		✔			✔		✔		
UT			✔			✔	✔		
VT		✔			✔		✔		
VA	✔			✔			TBD*		
WI	✔			✔			✔		
WV		✔			✔		TBD*		
WY			✔			✔	✔		
AS[1]			✔			✔		✔	
BIA[2]			✔			✔	✔		

* TBD - to be decided

** Iowa has no statewide standards or assessments. See discussion in narrative.

[1] AS = American Samoa

[2] BIA = Bureau of Indian Affairs

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